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ABSTRACT

This fifth in a series of five learning modules on guidance is designed to give secondary and postsecondary vocational teachers skill in helping students develop their job application skills and skill in preparing well-written letters of recommendation for students. The terminal objective for the module is to assist students in applying for employment or further education, in an actual school situation. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required reading; self-check quiz with model answers; model letters, application forms, resumes; job interview scripts; planning checklist; and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on guidance are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

ED149113

MODULE

F-5

Assist Students in Applying for Employment or Further Education

MODULE F-5 OF CATEGORY F—GUIDANCE
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The Center for Vocational Education
The Ohio State University

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Executive Director
The Center for Vocational Education

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

AA VIM

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Engineering Center
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Athens, Georgia 30602

The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

Your main job as a vocational teacher is to give students the occupational skills and knowledge they will need to succeed in the vocation of their choice. In addition, however, you have a responsibility to prepare students with the **application** skills they will need to gain **admittance** into a vocation **or** post-secondary institution. Your students may have been well trained occupationally, but if they do not have skill in applying for a job or further education, they are not adequately prepared for the world of work. Through individual assistance, or by presenting specially prepared lessons, you can help students develop the skills they need to become successful applicants.

The amount of assistance needed will vary among students. Overall, however, students need your help in assessing their personal and educational qualifications, preparing résumés, filling out application forms, writing letters of application, and interviewing for jobs or admission to a school or university. One more source of assistance you need to provide for your students is to write letters of recommendation for them.

This module is designed to give you skill both in helping **students** develop their application skills, and in helping **you** prepare well-written letters of recommendation for students.

ABOUT THIS MODULE

Objectives

[redacted]

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the basic techniques involved in assisting students in applying for employment or further education (*Learning Experience I*).
2. Given a hypothetical student's application materials, critique the student's performance in applying for a job, and use the data provided to write a letter of recommendation (*Learning Experience II*).
3. In a simulated situation, plan a unit of instruction designed to assist students in applying for employment or further education (*Learning Experience III*).

Prerequisites

To complete this module, you must have competency in developing a unit of instruction and a lesson plan. If you do not already have these competencies, meet with your resource person to determine what method you will use to gain these skills. One option is to complete the information and practice activities in the following modules:

- *Develop a Unit of Instruction*, Module B–3
- *Develop a Lesson Plan*, Module B–4

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

No outside resources

Learning Experience II

No outside resources

Learning Experience III

Optional

A resource person to review the adequacy of your unit plan.

A resource person to review the adequacy of your lesson plan(s).

Videotape equipment for taping your lesson presentation(s).

A group of peers or a resource person to whom you may present one of the lessons from your plan.

A vocational teacher experienced in assisting students in applying for employment or further education with whom you can meet.

Learning Experience IV

Required

An actual school situation in which you can assist students in applying for employment or further education.

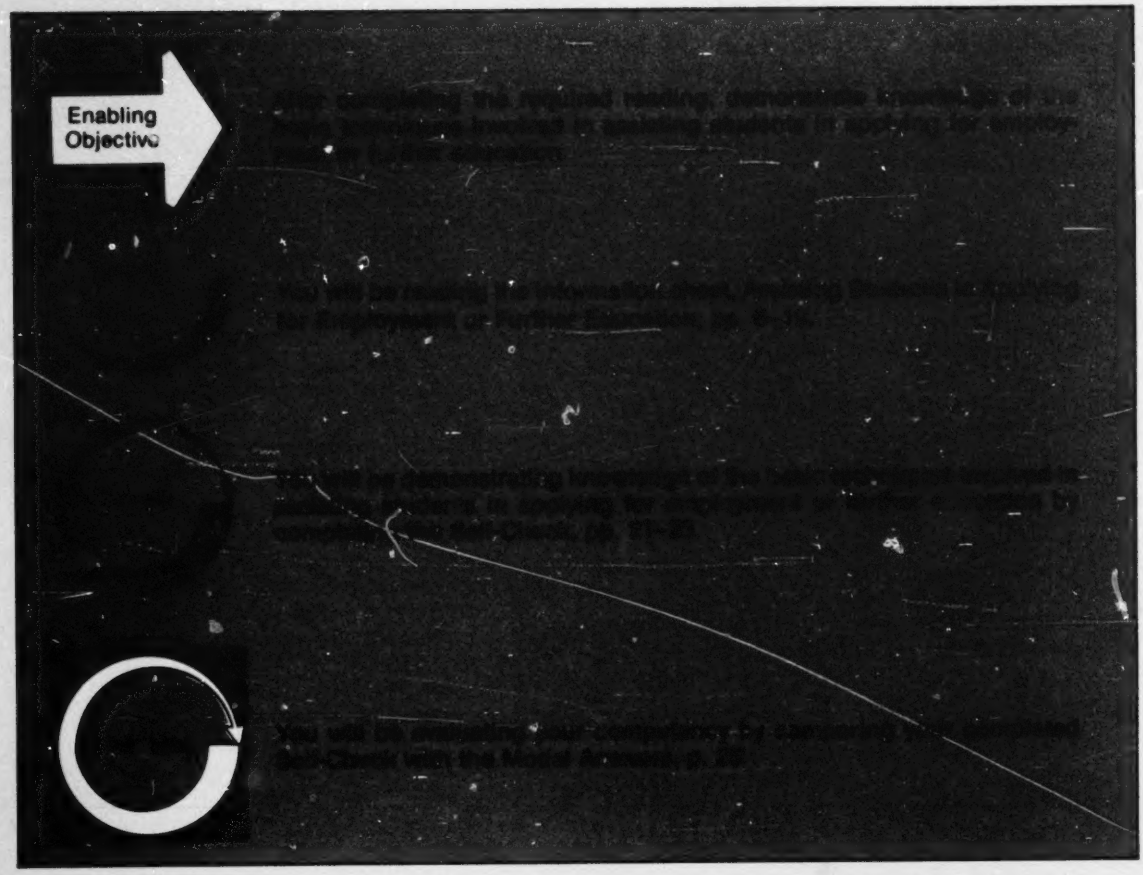
A resource person to assess your competency in assisting students in applying for employment or further education.

This module covers performance element numbers 212, 232–235 from Calvin J. Cotrell *et al.*, *Model Curricula for Vocational and Technical Teacher Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW



Activity

For information explaining the skills which students need in order to apply for employment or further education, and outlining how you as a vocational teacher can assist students in gaining these skills, read the following information sheet:

ASSISTING STUDENTS IN APPLYING FOR EMPLOYMENT OR FURTHER EDUCATION

Vocational students frequently take part-time jobs while they are still in school. Graduating vocational seniors make career-related decisions concerning future employment or further education. Whether your students are planning to apply for a job, admission to a college or some other post-secondary institution, a scholarship, or an educational loan, they need to develop certain application skills. They need skill in (1) preparing résumés outlining their backgrounds and qualifications; (2) obtaining and filling out application forms; (3) writing letters of application; and (4) preparing for, and participating in, interviews.

As a teacher who is responsible for preparing students for vocations, it is your responsibility to prepare students in the application skills they need to gain admittance into the vocation. In addition, you need to develop your own skill in writing letters of recommendation for your students who are applying for employment or further education.

Selecting Information to Include

One of the first things students need to consider in applying for employment or further education is what information to **include** as important and what information to **omit** as irrelevant. Students need to be aware that the written application data they submit is very important in that it is often the way a personnel director or admissions officer first "meets" a student. First impressions are often critical, so students need to make a positive impression at this point.

The guidelines for selecting what to include in these written application materials are quite simple. **First,** students need to select data that presents them in the best possible light without presenting a distorted picture or making them appear immodest. Modesty is a commendable quality, but students who are too humble may eliminate themselves from the running.

Most students have had a wealth of experiences which can be used to document their ability to perform effectively on the job or in school. However, they may tend to present only the straightforward data such as job experience or school record with no further information. You can assist them by having them do the following: (1) consider the job or education for which they are applying in terms of the **characteristics** which would **qualify** a person for admission or employment; and (2) consider the experiences they have which document that they possess these characteristics. These experiences can be drawn from a number of sources:

- memberships in clubs both in and out of school
- participation in community organizations
- participation in church activities
- offices held
- formal and informal education experiences
- formal and informal work experiences
- volunteer work

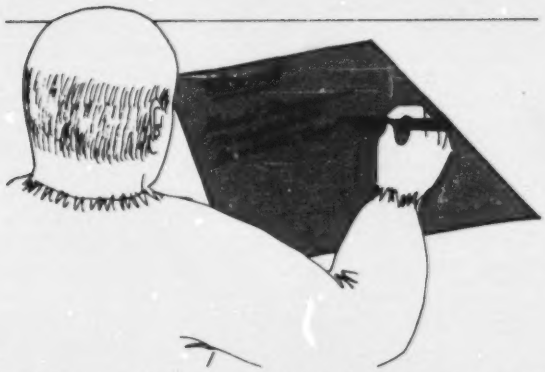
If students list these experiences, they can then expand on each experience, explaining what activities they participated in, what operations they performed, or what skills they acquired as a result of each. For example, a student applying for a job in sales may not realize that the fact that he or she sold the most candy in the school's fund-raising candy sale for three straight years gives evidence that he or she possesses qualities of salesmanship. When the employer is considering applicants, he or she is asking, "What does each applicant have

to offer us?" By including these experiences, students are providing evidence that they have a great deal to offer.

Second, students need to select only relevant data to present. The person considering applications does not want to know everything there is to know about each applicant. As mentioned previously, this person is looking to see if an applicant possesses the qualifications and qualities needed for admission or employment. Therefore, students need to tailor each application to present information relevant to the situation sought.

Finally, Title VII (Equal Employment Opportunity) of the Civil Rights Act of 1964 provides some guidelines on the types of information students need **not** include in seeking employment. Title VII specifies that an applicant needs to provide to an employer only that information about himself or herself which is directly related to the job in question.

In most cases, for example, whether a person is male or female, married or single, has no relationship to whether that person is qualified to do a particular job. Therefore, a student need not include such personal data on application forms or résumés unless it is, in fact, a **bona fide occupational qualification** (BFOQ). For example, being female is a BFOQ for the job of modeling women's bathing suits. If sex or marital status is not a BFOQ, it is **not** illegal for the applicant to provide the employer with this information. However, it **is** illegal for an employer to require that this information be provided.



Once students understand the importance of submitting written applications and know how to select appropriate data, they should be ready to learn about the specific application materials used and how to prepare them.

The Résumé

A résumé, or personal data summary, is an outline of information about an individual. It is designed to provide prospective employers or educational admissions officers with evidence of the individual's qualifications, background, and interests. It can be used by the applicant in several ways.

- If a student who is interested in a particular field wishes to alert companies in that field to his or her interest and availability in the hopes that one of these companies may be hiring, then the student can send a résumé to each of these companies.
- If a student has identified particular companies that are hiring, a résumé could be included with a letter of application to each company.
- If a student has an interview scheduled with a prospective employer, the résumé can be given to the employer or personnel director at the beginning of the interview to help introduce the student to the interviewer.
- If a student is interested in applying for acceptance at a college or post-secondary institution, it is standard procedure to include a résumé with the completed application form.

The content included in each of the résumés should be geared to the purpose it is intended to serve. However, generally a résumé should contain the following.

- **Identifying data.**—name, address, telephone number
- **Personal data.**—age, height, weight, health (The Equal Employment Opportunity specifications for BFOQ's should be considered in preparing this section.)
- **Educational background.**—names of secondary schools attended, years attended, major courses, minor courses, academic record, extracurricular activities, etc.
- **Work experience.**—name of firm, name of employer, dates of employment, job title, nature of work, etc.
- **Other qualifications.**—hobbies, special interests, honors, etc.
- **Career goals.**—brief statement of career goals, both immediate and long range
- **References.**—names, addresses, and titles of three or four responsible persons able to attest to the applicant's character, job qualifications, and/or educational potential

There are numerous ways that a résumé can be organized, and probably no one format is superior to all others. More important than the format selected are the kinds of personal data that are included. In addition, it should be emphasized to students that the résumé should be clearly and concisely written, and free from erasures, misspellings, or incorrect grammar and punctuation. A good quality of 8½" × 11" white bond paper should be used to type each résumé. Carbon copies of résumés should never be sent to prospective employers or to admissions officers. Originals or high quality reproductions should be used.

Reference works are available in most libraries or local bookstores which include guidelines for preparing résumés. One such reference is *Résumés That Get Jobs*.[1] You can use references such as this to aid you in preparing a lesson covering this material or to aid students in preparing

their own résumés. Providing students with sample résumés to critique and analyze, and having them develop and organize their own résumés with your assistance, will give them a usable résumé for present needs. It will also prepare them to update or rewrite their résumés on their own in the future.

Application Forms

The résumé gives **applicants** a chance to present information which they select. The application form gives **employers** or **admissions officers** a chance to get the kinds of information they feel they need to make a decision about an applicant's acceptability. Often the types of information included on the two forms will be somewhat similar. The major difference in content may be that the application form asks for a broader range of information, whereas the information on a résumé is presented in more depth. Sample 1 provides an example of an application form.

In applying for further education, the application form is usually received and submitted by mail. In applying for a job, the application form is most often completed in the personnel office immediately prior to an interview. Sometimes a vocational teacher, school placement coordinator, or guidance counselor may distribute application forms to interested students whose qualifications seem to match the opportunity.

1. *Résumés That Get Jobs* (New York, NY: Arco Publishing Co., 1968).

SAMPLE 1

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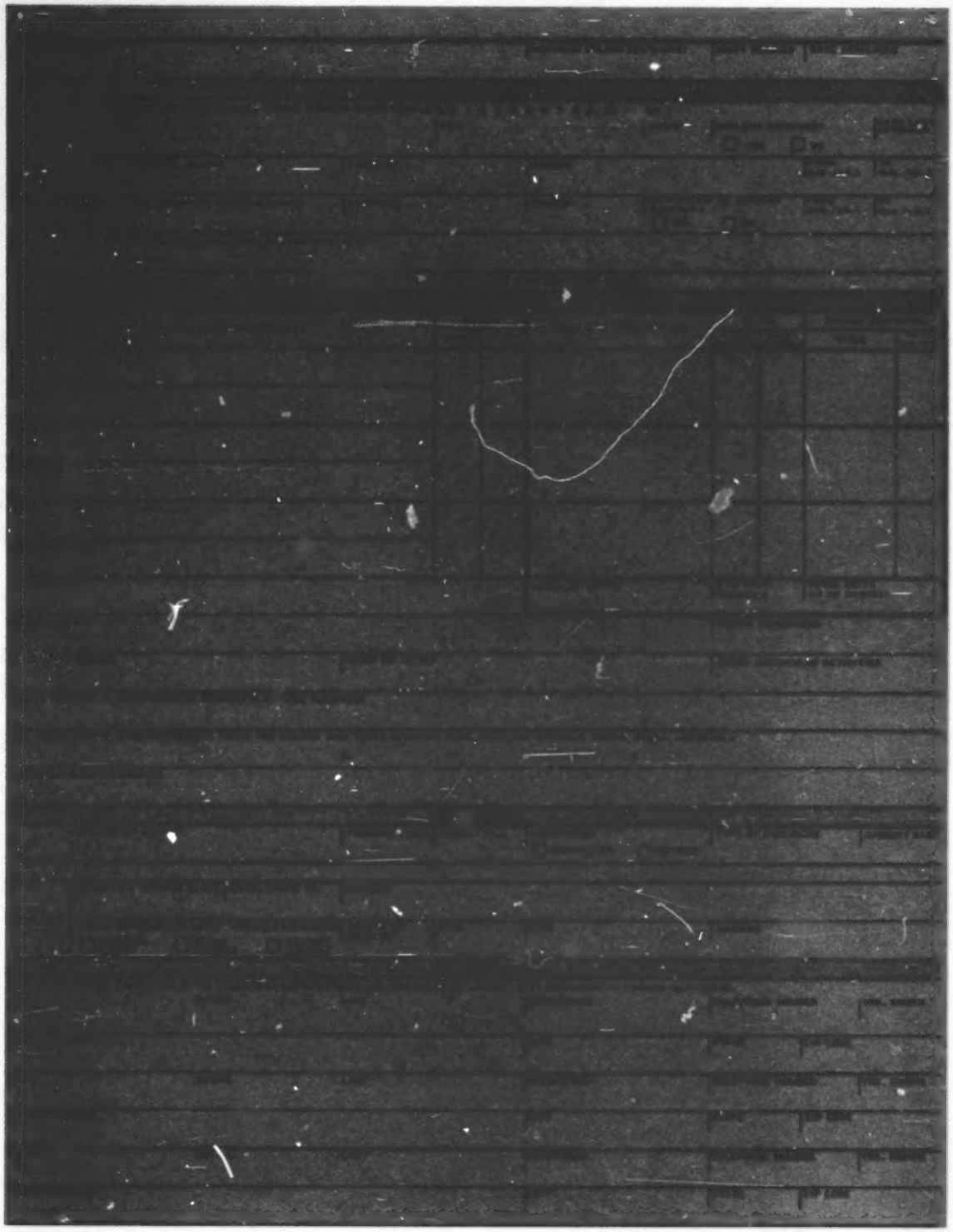
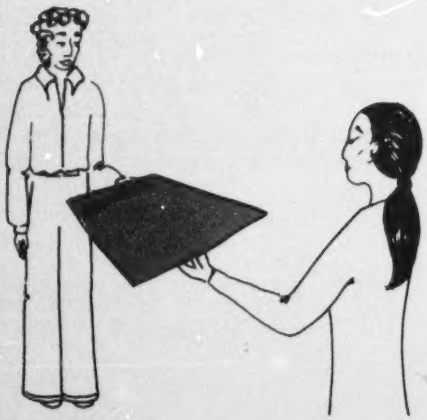


Experience

Beginning with the most recent, list all employment, including part time and self-employment, for the past 10 years. Also list significant experience more than 10 years ago. Report all activities for last 10 years, using space on next page to account for periods of unemployment, military service, schools, etc. Attachment of a resume in lieu of completing this section is not authorized.

EMPLOYER	ADDRESS			FROM(mo./yr.) TO(mo./yr.)
NAME OF SUPERVISOR	TITLE	TELEPHONE NUMBER	EXT.	STARTING BASE PAY (PER)
STARTING POSITION	CURRENT OR LAST POSITION			CURRENT BASE PAY (PER)
DESCRIPTION OF DUTIES				OTHER COMPENSATION(Bonus,C.T.)
				REASON FOR WISHING TO LEAVE
				MAY WE CONTACT THIS EMPLOYER? ☐ YES ☐ NO
EMPLOYER	ADDRESS			FROM(mo./yr.) TO(mo./yr.)
NAME OF SUPERVISOR	TITLE	TELEPHONE NUMBER	EXT.	STARTING BASE PAY (PER)
STARTING POSITION	LAST POSITION			FINAL BASE PAY (PER)
DESCRIPTION OF DUTIES				OTHER COMPENSATION(Bonus,C.T.)
				REASON FOR LEAVING
EMPLOYER	ADDRESS			FROM(mo./yr.) TO(mo./yr.)
NAME OF SUPERVISOR	TITLE	TELEPHONE NUMBER	EXT.	STARTING BASE PAY (PER)
STARTING POSITION	LAST POSITION			FINAL BASE PAY (PER)
DESCRIPTION OF DUTIES				OTHER COMPENSATION(Bonus,C.T.)
				REASON FOR LEAVING
EMPLOYER	ADDRESS			FROM(mo./yr.) TO(mo./yr.)
NAME OF SUPERVISOR	TITLE	TELEPHONE NUMBER	EXT.	STARTING BASE PAY (PER)
STARTING POSITION	LAST POSITION			FINAL BASE PAY (PER)
DESCRIPTION OF DUTIES				OTHER COMPENSATION(Bonus,C.T.)
				REASON FOR LEAVING



Students need to realize that the way in which they fill out the application form may be a determining factor in whether or not they get the job or get admitted to the school. Most application forms ask for certain kinds of standard personal, educational, and occupational information. Some of the items are self-explanatory (name, address, age, etc.). Other items need some interpretation. What is really being asked for, for example, when an item asks you to list your "work experience?" Should you list every job you've ever had? Should you list informal or unpaid work experience? Should you list only that work experience which applies to the position you are now seeking?

If the form does not specify the order in which your work experience should be listed, what is the preferred order? Should you list your first job first or your most recent job first? Should you group your work experiences into jobs related to the position sought and those unrelated to the position?

How do you respond to an item on a job application such as "Salary Desired?" Do you put down the salary of your wildest dreams, the salary usually earned by persons in those positions, the salary you think you're worth, or the lowest salary you would accept? The following suggestions should help students answer the above questions.

The form should be filled out as neatly as possible.—Most forms will specify, "Please print," but even if this is not specified, it is preferable to print (actually, hand letter) your responses. If your printing is difficult to read, then the form should be typed if possible. Avoid erasures by thinking out your answers before writing them down. Make sure you spell words correctly. One way to minimize errors is to prepare in advance a sheet listing the information usually asked for on an application form. With such a sheet in hand, you can be sure of accurate dates and correct spelling.

Read and follow directions carefully.—If the form asks you to put your last name first, or to list your work experience for the last five years with the most recent listed first, do so. Your ability to follow directions may be one of the qualities the school or employer is looking for. In addition, reading all directions carefully can go a long way toward helping you understand what is being asked for.

Information should be as complete as possible.—Students with little work experience may wish to include part-time jobs, special interests, and school activities in order to give a more complete picture of their qualifications. All work experiences should be listed chronologically beginning with the one most recently held, unless otherwise indicated.

In filling out a job application, wages should be stated as a range, rather than as a fixed amount.—Before you know what duties and responsibilities are involved in a given position or what the company's policies are in regard to a particular job situation, it may be best not to name a particular amount. It may be helpful to state the wages you received in your last job and to use that as a basis for negotiations.

Each question should be acknowledged.—A dash should be placed after questions which are not applicable to indicate that the item was not overlooked.

Applicants should have the advance consent of persons whom they wish to list as references.—They should also be prepared to list each reference's correct title, address, and phone number. It may be wise to suggest that students send a copy of their résumés to each person being listed as a reference so these people will be up to date on students' background and qualifications.

A good way to help students develop skill in filling out application forms is to give them opportunities to practice doing so. Students should be given copies of a variety of sample forms and guided through the process of filling them out. You could use an overhead or opaque projector to show an application form on a chalkboard or screen. Together, the class could help you to fill out the form, and individual questions could be answered through discussion.

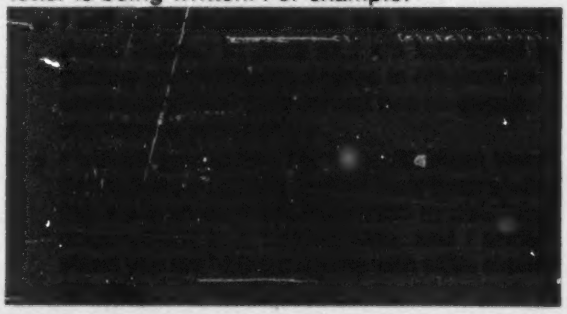
Students could then attempt to fill out forms on their own with teacher assistance available if needed. You may not be able to give students a hard-and-fast rule for answering each question, but you can familiarize them with the kinds of questions they will be asked, and give them practice in reading directions and applying personal data to standard items.

Sometimes a student will know what is being asked for in an application form, but will need your help in locating that information. For example, a job application may ask for the applicant's attendance record. A college admissions application may ask for the applicant's class standing. A

scholarship application may ask the applicant to document his or her parents' financial status. Students who need help with such questions should, in most cases, be referred to the school's guidance staff. These people are uniquely qualified to handle such questions, and have ready access to cumulative records containing data on student attendance, class standing, etc.

Letters of Application

For many kinds of employment, the letter of application is one of the most useful techniques for initially contacting an employer or prospective school. The letter of application is used to announce an applicant's interest in being employed by that company or in attending that school. The letter should follow a fairly standardized form. The first paragraphs should clearly explain **why** the letter is being written. For example:



The middle paragraphs should describe, again briefly, the applicant's **qualifications.** (If it seems desirable to describe your qualifications in more depth, a copy of your résumé can be enclosed with the letter). The final paragraph may be used for one of several purposes: the student can ask for an application form, additional information, or a personal interview in this final paragraph.

The application letter should be written or typed on good quality, plain white paper, 8½" × 11". It should be neat with no words crossed out and no smudges left from careless erasures. Careful attention should be given to grammar and punctuation. It may be possible for you, as a vocational teacher, to work cooperatively with the teacher who has your students for English. The English teacher can be of invaluable assistance in helping your students structure acceptable, and grammatically correct, letters. Sample 2 is an example of a letter of application.

SAMPLE 2

LETTER OF APPLICATION

354 Summer Street
Southborough, Massachusetts 01772
April 5, 1977

Kirkpatrick Publishing Company
1454 Main Street
Boston, Massachusetts 01840

Dear Sir or Madam:

I will be graduating from Bradford High School in June and am interested in obtaining a clerical position. Ms. Mary McGarrety, my guidance counselor, indicated that your firm might have an opening for a personal secretary, and suggested I contact you.

For the past two years, I have been in a business block program at school, and my grades in all my business course work have been A's. In my other courses, I have all A and B grades. In addition, I am presently president of my school's Future Business Leaders of America (FBLA) organization.

My work experience has, of course, been somewhat limited to date. However, I have worked for the past two years in my father's office doing general clerical work on a part-time basis during the school year and full-time during the summer. I have enclosed a copy of my résumé with this letter to give you a fuller picture of my background, experiences, and qualifications.

If you are hiring, I would appreciate receiving an application form and any literature you may have describing your company, and its policies and benefits.

Thank you for your consideration.

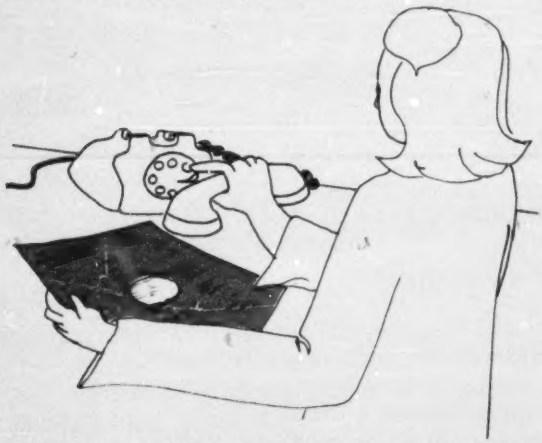
Sincerely,

Dale McGuiness

The Employment Interview

Usually, applications for further education do not require an interview. However, it is rare that a job application does not involve a personal interview. Since the job interview is the most common, the following interview tips will be presented in terms of helping students plan for, and participate in, a job interview. However, the same general principles apply to both the job and school interview.

As a vocational teacher, you can be very helpful in preparing your students for these interviews. The first step for students is to **set up** the interview. If a student identifies a prospective job through a newspaper ad, there are usually directions in the ad for contacting the firm. The ad will specify that interested applicants should send in a résumé, or that the applicant should call a particular phone number. If a résumé is sent, it should be accompanied by a letter of application.



When the initial contact is made by mail, then the firm will usually call the applicant to set up an interview. If the student calls the firm first, he or she needs to make sure that the right person is contacted. If possible, the student should identify the name of the person to be contacted. If not, the student should ask for the person in charge of personnel or should say something which identifies the purpose of the call, such as "My name is Sally Carte, and I am calling in response to your ad in Sunday's paper for a dental hygienist." This information will help the switchboard operator put the applicant through to the appropriate person.

When the student reaches this person, the student should once again state his or her name and purpose in calling. The employer or personnel director will then usually guide the conversation from that point. The student should have a calendar available to refer to in setting up an interview time which is convenient to both parties.

Students also need to know how to prepare for the interview, how to conduct themselves during the interview, and what follow-up activities to complete after the interview. In **preparing** for an interview, students need to do the following.

- Locate general information about the company—its products or services, its size, the kinds of workers it employs, etc. This kind of information will help students explain to an employer how they can contribute to the company if employed. In addition, familiarity with the company can help students be more relaxed during the interview.
- List their personal and educational qualifications for the position sought. If the firm has not already been sent a résumé, one should be prepared at this time.
- Prepare themselves to be ready to discuss why they want to work for the company.
- Plan their personal appearance carefully. Good grooming, appropriate dress, and care in body hygiene are important factors influencing a prospective employer's reaction to an applicant. Applicants should have neat, well-groomed hair styles. Men should be neatly shaven, and mustaches or beards should be neatly trimmed. Women who wear make-up should make sure that it is appropriate for the occasion. Hands and nails should be clean.

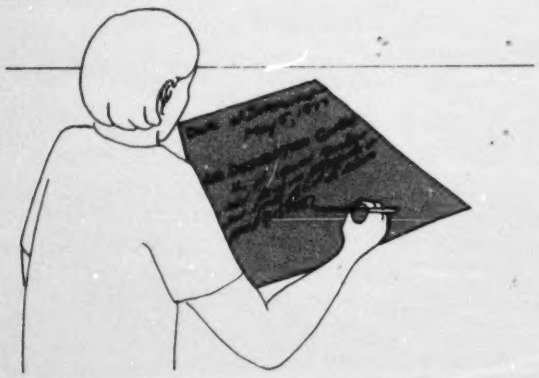
  A man in a conservative suit or sport coat and tie, or a woman in a well-tailored dress, suit, or pants suit, can usually be sure of being dressed appropriately. It is most important to consider the job being sought when determining how to dress appropriately. Some firms do not consider men with facial hair or women in pants suits to be appropriately groomed.
- Attempt to determine the name of the interviewer in advance.

In **conducting** themselves during the interview situation, students should consider the following points.

- Arrive about five minutes before the interview. Bring along a copy of the résumé and/or notes on background and experience to which to refer during the interview or in completing an application form.
- Address the interviewer by name, if possible, and introduce yourself in a clear voice, looking the interviewer in the eye.
- It is standard etiquette to stand until the interviewer invites you to sit.
- Avoid nervous mannerisms. Actions such as twisting a ring or fiddling with a button are distracting to many people.

- Be your own best natural self. Emphasize your good points without being phony or overbearing.
- Respond clearly and expand on answers beyond a simple "yes" or "no." Try to avoid repeating useless phrases such as "um," "you know," or "the thing is."
- Be prepared to discuss the responses you made on your application form, and to explain some responses more fully.
- Don't eat candy, chew gum, or smoke during the interview.
- Don't prolong the interview. Be alert to signs that the interview has run its course (e.g., the interviewer rising from his or her chair or thanking you for coming in). At that point, thank your interviewer for the time spent, and make your exit.

Following the interview, the applicant should write a follow-up letter thanking the firm for the consideration shown, and indicating that he or she is looking forward to hearing from the firm regarding the final decision made. Another task to be completed after the interview is to prepare a sheet indicating the date of the interview, the name of the interviewer, and what happened during the interview (job description given, wages mentioned, facts about the firm, etc.). Such a sheet is helpful in further contacts the applicant may have with the firm.

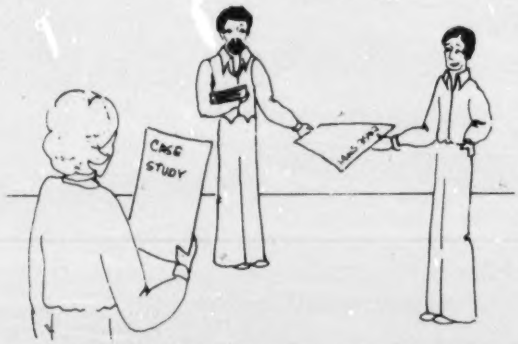


There are a number of excellent techniques for helping students practice and prepare for interview situations. Certainly, providing them with **references** on the topic and conducting **discussions** on the subject are useful techniques for introducing students to the need for, and importance of, a successful interview. The school library, audio-visual center, or guidance office usually has materials covering this information.

By showing students **films** or **videotapes** which demonstrate good and poor interview techniques, they can get a clearer idea of how to approach an interview. Students can be asked to critique a film showing an interview, or such a film or videotape can be used as the basis of a class discussion.

Role-playing is another especially effective way to give students practice in participating in an interview. Students can take turns playing the role of the applicant while you, the guidance counselor, or another student with a script plays the role of the interviewer. If possible, these role-plays should be videotaped so students can view and critique them later.

Case study problems can also be useful in helping familiarize students with a wide range of interview situations. For example, students could be given descriptions of how other students behaved in interview situations, and be asked to critique that behavior. What did each student do wrong,



and what should each have done instead? Or, students could be given an open-ended case study in which part of an interview is described, ending with a problem situation. The students then need to tell how they would respond or handle the problem raised. By dealing with these case study situations, students get practice in handling interview situations competently.

Resource persons such as guidance personnel, a school placement coordinator, former graduates, persons from business and industry in charge of hiring, or employment agency personnel can assist by speaking to your students on the characteristics or qualities an interviewer looks for in an applicant, or on their interview experiences. Individual **field trips** to employment agencies can provide concrete experiences in interview techniques and may also make subsequent job hunting visits easier.

Letters of Recommendation

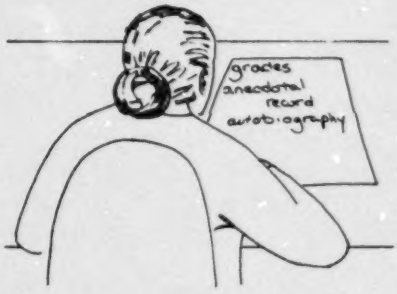
As a vocational teacher, you may be asked to write letters of recommendation for your students. Because you are in a position to observe students closely performing job-related skills, employers often want to know your opinion of how they will perform on the job.

It is important to keep in mind when writing a letter of recommendation that the letter should reflect your honest opinion of the student's abilities and attitudes. If you oversell a student with limited ability to help him or her get a job, that employer may have less respect for you as a teacher and for your vocational program. This can hurt the chances of other students from your program who apply for employment at that company.

In your letter of recommendation, you should provide the prospective employer with the following information about the student.

- personal characteristics such as punctuality, attitudes, reliability, appearance, etc.
- commitment to his or her vocation as evidenced by activities the student has participated in which added to his or her vocational development
- future potential you feel student has for improvement in the field
- work experience the student has had in the field that you know of, such as through a cooperative program
- special training the student may have had or special abilities he or she may have
- strengths and weaknesses the student has; listing these gives the prospective employer a more realistic picture of the student

Before you write the letter of recommendation, it is a good idea to review your records on the student: grades, anecdotal records, a student autobiography, sample work, etc. This will help you prepare a letter which presents an accurate and complete picture of the student's past performance. The letter should be well organized, typed if possible, neat, and error free (use your school's stationery if possible), and a copy of the letter should be retained in your files for future reference. An example of an acceptable letter of recommendation is provided in Sample 3.



If you honestly feel that you cannot write a favorable letter of recommendation for a student, you should tell the student this. It is only fair to explain why, and to suggest that perhaps the student might like to select someone else.

SAMPLE 3

LETTER OF RECOMMENDATION

Sterling Vocational High School
135 Greenwood Street
Carrington, Indiana 47402
May 5, 1977

Mr. Lawrence Clayton, Personnel Manager
Practical Arts Company
200 Market Street
Middleton, Indiana 47418

Dear Mr. Clayton:

It is a pleasure for me to recommend John R. Seay for a maintenance position with your firm. John, one of the top graduates of Sterling Vocational School, is qualified to handle most electrical maintenance problems without additional training.

John completed our program in electro-mechanical maintenance in which we spend approximately 200 hours diagnosing and correcting equipment failures. During the final year of the program, he served as the student assistant and proved to be a responsible worker.

Although not a fast worker, John is very thorough. He is somewhat reserved, but adjusts readily and is well liked by his fellow students. He is the type of worker I would not hesitate to hire. If you need further information, please call me at (812) 822–7036.

Sincerely yours,

Robert Rawcash
Instructor of Industrial Electricity

NOTES

The following items check your comprehension of the material in the information sheet, Assisting Students in Applying for Employment or Further Education, pp. 6–19. Each of the six items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. Why is it your responsibility as a vocational teacher to ensure that students develop skills in applying for employment or further education?

2. If a student has completed an application form for a company, should he or she still prepare and bring a résumé to the interview? Why or why not?

3. Application forms are fairly simple to complete. What helpful hints can you give students which will ensure that they complete them accurately when the occasion arises?

4. Why is it necessary for applicants to send letters of application along with their résumés or application forms when they initially contact prospective employers?

5. Why are you in an ideal position to prepare letters of recommendations which are helpful to prospective employers in making hiring decisions?

6. Why is the personal interview probably the most important step in getting a job?

NOTES

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. If your objective as a vocational teacher is to prepare students for a vocation, then it follows that you would wish to train the students in all of the skills necessary to gain entry into that vocation. This means more than just technical skills. For students to secure worthwhile positions in the vocations for which they were trained, it is essential that they be skilled in completing the application requirements which will gain them access to the positions or further education they desire.

2. When students apply for employment, they will not always be **required** to submit a résumé, but it is almost always a good idea to do so anyway. The application form calls for brief answers to questions of the employer's choosing. With the résumé, students have an opportunity to present their cases to the employers—to submit evidence of their unique qualifications for the job. In addition, the preparation of a neat, clear résumé indicates to the employer that the student is interested and motivated since he or she has taken the time to prepare and organize this information in advance.

3. You can, of course, help students first and foremost by giving them sample forms, and by discussing and explaining the questions on those forms. In addition, however, there are two helpful hints students should know. One is that they can save themselves time and help ensure accuracy and neatness in filling out the form by preparing a sheet of all personal information (names, facts, and dates) in advance. This sheet can then be referred to as the form is completed.

   Secondly, students should be made aware of the importance of reading directions. Items which seem confusing can usually be easily understood if the student will simply read all directions. Furthermore, many employers or admissions officers will use the way an applicant completes this form as an indicator of how well he or she can follow directions in general.

4. One reason for sending the letter of application is that it's just proper business procedure to send a cover-type letter explaining the purpose of the correspondence when sending something through the mail. In addition, the letter of application is just one more device students have for introducing themselves to employers or admissions officers, presenting their qualifications, and showing themselves to be thorough and organized.

5. As a vocational teacher, you are in an ideal position to recommend students for several reasons. First, you work closely with students and are aware of the knowledge, skills, and attitudes each possesses. Second, by the very nature of your training, you have a comprehensive knowledge of the skills which are needed to perform successfully in a particular vocational area. Therefore, you should be uniquely qualified to tell a prospective employer or educational institution how well a given student can perform in the position being sought.

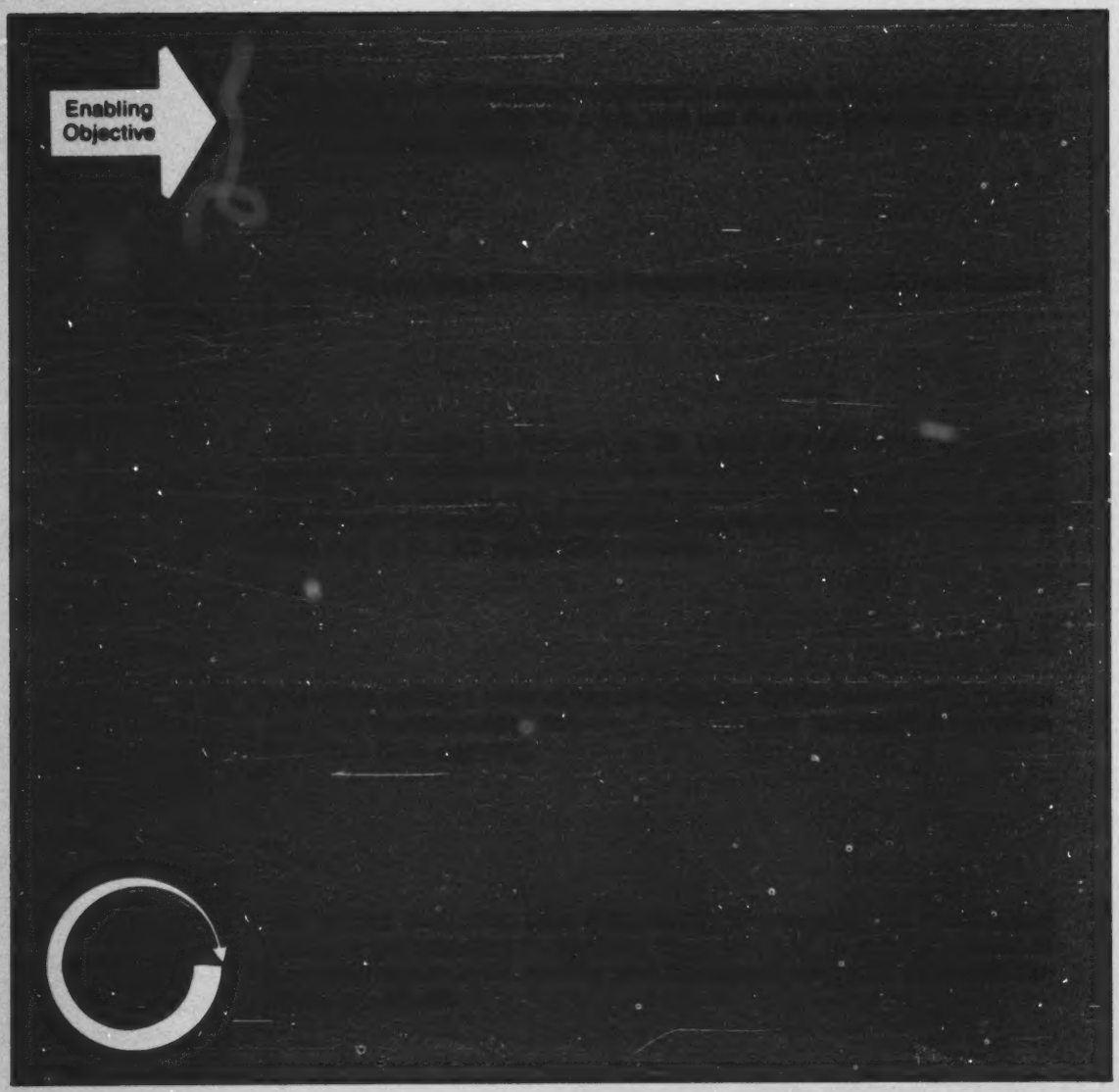
6. The interview is probably the most important step in getting a job because the applicant has the opportunity to expand on written answers and give the interviewer a more accurate, and personal, picture of what he or she has to offer. In the case of a high school senior with limited work experience and average grades, this is the ideal opportunity to prove to an employer—by being polite, poised, articulate, and knowledgeable—that he or she is a good candidate for the position. This is also the time when the applicant can ask questions about the company and get answers which will help the applicant decide if he or she wishes to accept the position if offered.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Assisting Students in Applying for Employment or Further Education, pp. 6–19, or check with your resource person if necessary.

NOTES

Learning Experience II

OVERVIEW



You will be using the information contained in the following Summary of Personal Data as a guide throughout the activities in this learning experience. It will introduce you to the hypothetical student, James Miller, and was compiled from his cumulative record, discussions with his teachers, and records in the guidance office. Read the data to get the information you need to complete the remainder of this learning experience.

SUMMARY OF PERSONAL DATA

Student:	James Miller	**Height:**	5′ 10″
Address:	Rural Route 4 Jaspar, Iowa 60144	**Weight:**	140 lbs.
Telephone:	(515) 488–6915		
Date of Birth:	July 11, 1959		
Place of Birth:	Mayville, Iowa		
Parents:	Edward (stepfather) and May Lange		
Siblings:	Two married sisters		
Health:	Good—all required immunizations complete		
Education:	Jaspar Vocational High School		
Absence:	10 days in four years		
Tardiness:	None		
Graduation Date:	June 13, 1977		
Subjects:	English—4 years Science—2 years Mathematics—2 years History—2 years Typing—1 year Vocational Agriculture—4 years		
Grade Average:	B		
Student Activities:	Band (percussion instruments) Future Farmers of America (treasurer of local chapter) Advertising manager for yearbook		
Special Skills:	Excels in mathematics		
Work Experience:	Occupational Experience Program related to school program (Vocational Agriculture). Has responsibility for 30 acres of hybrid corn on stepfather's 200-acre farm. Helps stepfather keep books on financial matters of farm.		

Teachers report no discipline problems. Class performance very satisfactory. Gets along well with peers. Appears to have good relationship with mother and stepfather.

Test Scores:	Hanmon-Nelson, 8th grade, IQ—122
Career Goals:	Agriculture and Business

The Résumé below, the Letter of Application, p. 30, and the Application Form, pp. 31–33, were completed by James Miller, a student who is in the process of seeking employment. A transcript of an Employment Interview, p. 34, at the Jaspar National Bank documents his most recent interview. Read through all four of these items, first to get an overview, and then to critique each item individually in writing. In each critique, indicate (1) how well James performed overall in completing the task, (2) what specific errors he made, and (3) how those errors could be remedied.

RÉSUMÉ

Name: James Miller
Address: Rural Route 4
Jaspar, Iowa 60144
Telephone: (515–488–6915)
Personal: Born: July 11, 1959 Health: Good – No physical defects
Height: 5' 10"
Weight: 140 lbs.
Education: Jaspar Vocational High School
Graduation date: June 13, 1977
Subjects studied:

English	4 years
Science	2 years
Matematics	2 years
History	2 years
Typing	1 year
Vocational agriculture	4 years

Grade Average: B Attendance: Good
Student Activities: Band (percussion instruments)
Future Farmers of America (treasurer of local chapter)
Advertising manager for yearbook.
Special Skills: Good in math

Work Experience: Occupational Experience Program related to school program (Vocational Agriculture). Have sole responsibility for 30 acres of hybrid corn on stepfather's 200 acre farm. Help stepfather keep books on financial matters of farm.

Career Goals: Immediate – Would like employment in the field of business which will use my knowledge of agirculture.
Long Range-managerial or consulting work combining my interests in agriculture and business.

References:

The Reverend John Day. Minister of United Methodist Church
70 W. Erie Street
Jaspar, Iowa 60144
Telephone 482 – 5076

Mr. Roger Bell-Vocational AGriculture Teacher
1492 Columbus Street
Jaspar, Iowa 60144

Mr. Joshua Tuller – Family Friend
Rural Route # 4
Jaspar, Iowa 60144
Telephone 488 – 3010

JASPAR NATIONAL BANK EMPLOYMENT APPLICATION

Using a ballpoint pen, fill out completely. Please print

NAME (Last)	(First)	(Middle)	(Maiden)	SOCIAL SECURITY NUMBER
Miller	James	Perry	—	274 16 1989

PRESENT ADDRESS (Number)	(Street)	(City)	(State)	(Zip Code)	Years
R.R. #4	Jaspar		Iowa	60144	10

PERMANENT ADDRESS (Number)	(Street)	(City)	(State)	(Zip Code)	Years
Same					

LAST PREVIOUS ADDRESS (Number)	(Street)	(City)	(State)	(Zip Code)
286	Carling Ave.	Mayville	Iowa	?

HOME TELEPHONE	BUSINESS TELEPHONE	HEIGHT	WEIGHT	AGE
(515)488-6915		5' 10"	140	17+

DATE OF BIRTH	NO. OF DEPENDENTS (include self)	NO. OF CHILDREN	AGES
7-11-59	1	None	—

MARITAL STATUS
☒ Single ☐ Married ☐ Divorced ☐ Widowed ☐ Separated

SPOUSE'S NAME	SPOUSE'S EMPLOYER
—	

SPOUSE'S ADDRESS (Number) (Street) (City) (State) (Zip Code)

NOTIFY IN CASE OF EMERGENCY	ADDRESS	RELATIONSHIP TO YOU	TELEPHONE
Edward or Mary Lange	R.R. #4 Jaspar, Iowa	Mother & Stepfather	(515) 488-6915

BY WHOM WERE YOU REFERRED ☐ Own Accord ☐ Employee _____ ☒ Other Family Friend
☐ Newspaper Ad ☐ Private Agency (Name) _____ ☐ State Employment Service

NAMES OF RELATIVES WORKING FOR THIS BANK (Relation) (Department)

	YES	NO
1. Are you a citizen of the United States? (If by Naturalization you must present Naturalization papers on request)	☒	☐
2. Are you a legal resident of this State?	☒	☐
3. Have you ever been employed by this bank?	☐	☒
4. Do you have any physical handicaps or limitations which might interfere with or be aggravated by your work?	☐	☒
5. Have you had any serious illnesses, operations, or nervous disorders?	☐	☒
6. Have you ever been dismissed from a position for delinquency, misconduct, or disgraceful conduct?	☐	☒
7. Are you now or have you ever been addicted to the use of habit forming drugs or intoxicating liquor?	☐	☒
8. Have you ever been arrested, charged, or convicted of a felony or misdemeanor (except minor traffic violations) by any law enforcement agency including local, state, federal, or military?	☐	☒

WHAT ARE YOUR HOBBIES & FAVORITE FORMS OF RECREATION	BUSINESS OR CIVIC GROUPS TO WHICH YOU BELONG
High School Band Camping	FFA

LICENSES OR CERTIFICATES YOU POSSESS
☒ Drivers ☐ Chauffers ☐ Other:

HAVE YOU EVER BEEN BONDED? ☐ YES ☒ NO
HAVE YOU EVER BEEN REFUSED BOND? ☐ YES ☒ NO

DO YOU OWN AN AUTOMOBILE?
☐ Yes ☒ No

CAN YOU TYPE?
☒ Yes ☐ No ☐ Manual ☐ Electric WPM? 45

CAN YOU TAKE DICTATION ☐ Yes ☒ No
Method _____ WPM? _____

OFFICE MACHINES YOU OPERATE
Adding Machine Small Calculator

WORK PREFERENCE

LIST POSITIONS YOU WOULD CONSIDER	SPECIAL SKILLS OR ABILITIES	SALARY RANGE DESIRED
Teller Trainee or other Beginning Positio	Good in Math	Not Sure

TYPE OF APPOINTMENT DESIRED: ☒ Full-Time ☐ Part-Time ☐ Permanent ☐ Temporary

DATE AVAILABLE: June 18, 1977

WORK EXPERIENCE

List previous employment beginning with the most recent. If unemployed, state "unemployed" and give dates.

FROM MO./YR.	TO MO./YR.	SALARY	TYPE OF EMPLOYMENT	LIST YOUR JOB RESPONSIBILITIES
9/73	Still	Earnings or Profit	☐ Full-Time ☐ Summer ☒ Part-Time ☐ Temp.	Responsible For All Work Raising Hybrid Corn on 30 Acres of My Step-Father's 200-Acre Farm

EMPLOYER: Mr. Edward Lange

EMPLOYER'S ADDRESS: R.R. #4, Jasper, Iowa

POSITION HELD	SUPERVISOR'S NAME	REASON FOR LEAVING
Crop Farmer	Mr. Roger Bell Vo-Ag. Teacher	Still There

FROM MO./YR.	TO MO./YR.	SALARY	TYPE OF EMPLOYMENT	LIST YOUR JOB RESPONSIBILITIES
			☐ Full-Time ☐ Summer ☐ Part-Time ☐ Temp.	

EMPLOYER

EMPLOYER'S ADDRESS

POSITION HELD	SUPERVISOR'S NAME	REASON FOR LEAVING

FROM MO./YR.	TO MO./YR.	SALARY	TYPE OF EMPLOYMENT	LIST YOUR JOB RESPONSIBILITIES
			☐ Full-Time ☐ Summer ☐ Part-Time ☐ Temp.	

EMPLOYER

EMPLOYER'S ADDRESS

POSITION HELD	SUPERVISOR'S NAME	REASON FOR LEAVING

FROM MO./YR.	TO MO./YR.	SALARY	TYPE OF EMPLOYMENT	LIST YOUR JOB RESPONSIBILITIES
			☐ Full-Time ☐ Summer ☐ Part-Time ☐ Temp.	

EMPLOYER

EMPLOYER'S ADDRESS

POSITION HELD	SUPERVISOR'S NAME	REASON FOR LEAVING

REQUEST ADDITIONAL SHEETS IF NEEDED

MILITARY SERVICE

FROM MO. YR.	TO MO. YR.	SERVICE OR BRANCH/ACTIVITY	HIGHEST RANK	SPECIALIZED DUTIES OR TRAINING

Type of discharge or separation None — Present draft classification

Are you a member of ROTC? — Reserves? — National Guard?

Do you have a duty commitment? — If so, when? — How long?

EDUCATION

Circle last year of school completed 1 2 3 4 5 6 7 8 9 10 11 12
College 1 2 3 4 5 6 7 8 Technical 1 2 3 4

Name & Address of School	From Mo. Yr.	To Mo. Yr.	Degree & Date	Major Subject	Minor Subjects	Grade Average
High School Jaspar Voc. H.S.	9 73	Still	Will Get Diploma in June	Vo-Ag.	English Math	B
College or University						
Graduate School						
Business School						
Other						

Are you planning to further your education? YES? NO? If so, when? Not Sure - Not For at least two years

PERSONAL REFERENCES

List two unrelated persons who are acquainted with you; do not list former employers
(Need not be local people)

Name	Address	City & State	Yrs. Known	Telephone
Rev. John Day	70 W. Erie St.	Jaspar, Iowa	8	482-5076
Mr. Joshua [redacted] Tuller	R.R. #4	Jaspar, Iowa	10	488-3010

ADDITIONAL INFORMATION

(Use this space to answer questions from first page or for additional comments.)

REQUEST ADDITIONAL SHEETS IF NEEDED

I understand that it is customary for organizations to investigate information in employment applications and that any misrepresentation on this form can be grounds for withdrawal of any offer or termination of employment with the employer.

I hereby authorize investigation of all matters relative to employment by the Jaspar National Bank. I understand that my employment is subject to receipt of acceptable references.

Date April 16, 1977 Signature James P. Miller

EMPLOYMENT INTERVIEW

The date is May 10, 1977; the time is 10:30 a.m.; and the place is the office of Mr. Paul Jefferson, vice-president of the Jaspar National Bank. Jim Miller arrives, and the secretary shows him into Mr. Jefferson's office.

Mr. Jefferson:

Good morning, young man. Please have a seat.

Jim speaks as he sits.

Jim:

Good morning, sir. I'm James Miller. I've come to talk about a possible job in your bank.

Mr. Jefferson:

Well, it's hardly my bank, Jim. I only work here. Let me see.

He glances at Jim's résumé which is lying on his desk.

You will soon be graduating. Are you glad to be getting out of school?

Jim:

Not really. I've always liked school, but I'm sorta glad to be thinking about a job, too. I think it will be good to be on my own. I guess I'll go on living with my folks, though. I really like the farm.

Mr. Jefferson:

If you feel that way about the farm, why are you interested in getting away from agriculture? We always need good farmers.

Jim:

I don't feel that I'd be getting anything out of agriculture at this time in my life. I'd like to use some of what I've learned in agriculture as it applies to business. There's a lot of business skills involved in running a farm so that it really produces and makes money. I guess I feel that if I finally decide I want to become a farmer, some good business experience might come in handy.

Mr. Jefferson:

What made you decide you'd like to try banking?

Jim:

Well, I've always liked working with figures and I've never had a grade lower than an A in math. I've really liked keeping my dad's accounts straight. I even keep his checking account here balanced. We have a book at school called *The Encyclopedia of Careers* that talks about how banks in small communities are hiring people with an agriculture background to deal with farm customers.

Mr. Jefferson:

Working with bank customers means that you must be able to get along with people. Do you feel that would present any problems, Jim?

Jim:

No sir, I don't. I like being around people and I don't seem to have any trouble getting along with them. I like the kids in my class, and I've always gotten along all right with my teachers. I've never had trouble talking with people when I sell my corn or when I buy my seeds and fertilizer. I'm in several school activities, and I'm active in our church youth group.

Mr. Jefferson:

What do you know about jobs in banking?

Jim:

Well, I don't know much about what different people do, and I know I'd have a lot to learn. I've been reading all I could find about banking in the books in our library and guidance office so I know in general what goes on in a bank.

Mr. Jefferson:

We start our trainees at $85.00 a week. You may be already making that much with your corn crop, and you're not working full-time.

Jim:

At this point, I'm more interested in getting some experience than in how much I'd make. After I've worked awhile, I may want to enroll at Iowa State and combine a program of business and agriculture.

Mr. Jefferson:

That raises an interesting point, Jim. It costs us money to train our employees and we need to figure on at least two years' employment to make it worthwhile.

Jim:

I'd plan to be here for at least that long. I'm just not ready to go on for more education right now.

Mr. Jefferson rises.

Mr. Jefferson:

It's been nice talking with you. We have two or three other applicants to consider and will make our decision in a week or two. We will be in touch with you then.

Jim also rises.

Jim:

That will be fine. I would certainly like to be considered. Thank you very much for your time. Goodbye, Mr. Jefferson.

They shake hands, and Jim leaves.

Assume that James Miller has asked you to write a letter of recommendation for him. You are one of his teachers at Jaspar Vocational School, 2625 Herron Road, Jaspar, Iowa 60144. Your phone number is 462–8974. James is applying for a position as a trainee teller at the Jaspar National Bank, 413 26th Street, Jaspar, Iowa 60144. The person to whom you are to direct your letter is Mr. Paul Jefferson, the vice-president of the bank. Using the information you have been given thus far in this learning experience about James Miller, write a letter of recommendation for him.

Compare your completed written critiques and your letter of recommendation with the Model Answers given below.

MODEL ANSWERS

Résumé:

Personal data.—James included all necessary personal data.

Educational background.—A person just graduating from high school should include more than just high school attended. The junior high attended should also be included. In addition, "dates attended" should be given, not just graduation date. Saying "attendance: good" is not sufficient. What does "good" mean? A more exact attendance record should have been given. Finally, more information could have been given concerning the subjects he took. For example, did he take College English or Business English; Algebra and Geometry or Business Math? What was his **major**; was it Vocational Agriculture?

School activities.—James mentions three activities and his role in each, but fails to mention how long he was involved in each. For example, it would have been helpful to know how many years he has been involved in FFA, and how long he has been its treasurer.

Special skills.—He mentions that he is "good in math," but again this statement needs clarification. Is he good in basic and business math or does he excel in algebra, geometry, and calculus?

Work experience.—One assumes that his farm experience was part of the Occupational Experience Program. However, the way he expresses that, these could have been two separate experiences. Furthermore, he should have indicated how long he has been involved in these activities. Did he, for instance, work for his stepfather prior to enrolling in the Occupational Experience Program?

Career goals.—James covers his immediate and long-range goals briefly. He could have expanded on his brief statements a bit more.

Personal references.—James' references are adequate. He supplies three names and indicates what their titles are and where they can be contacted. He did neglect to include Mr. Bell's telephone number, however, and he could have included his stepfather as a reference since his stepfather is his only employer.

Overall.—One area that James neglected is "Other Qualifications." He has not provided any information about hobbies or special interests he has or special honors he may have earned.

In addition, there are a number of typographical errors or misspellings: (1) the parentheses on his telephone number should be around only the area code; (2) the word "matematics" is misspelled; (3) the course title "Vocational agriculture" should read "Vocational Agriculture;" and (4) the words "agirculture" and "AGriculture" are incorrectly written.

The format of Jim's résumé is not as well designed as it could or should be. For example, he is not consistent in handling the left-hand margin, capitalization within major headings, punctuation within the references he gives, or his spacing between words. Jim should get help from his teacher in formatting his résumé or locate a good reference book on résumé styles.

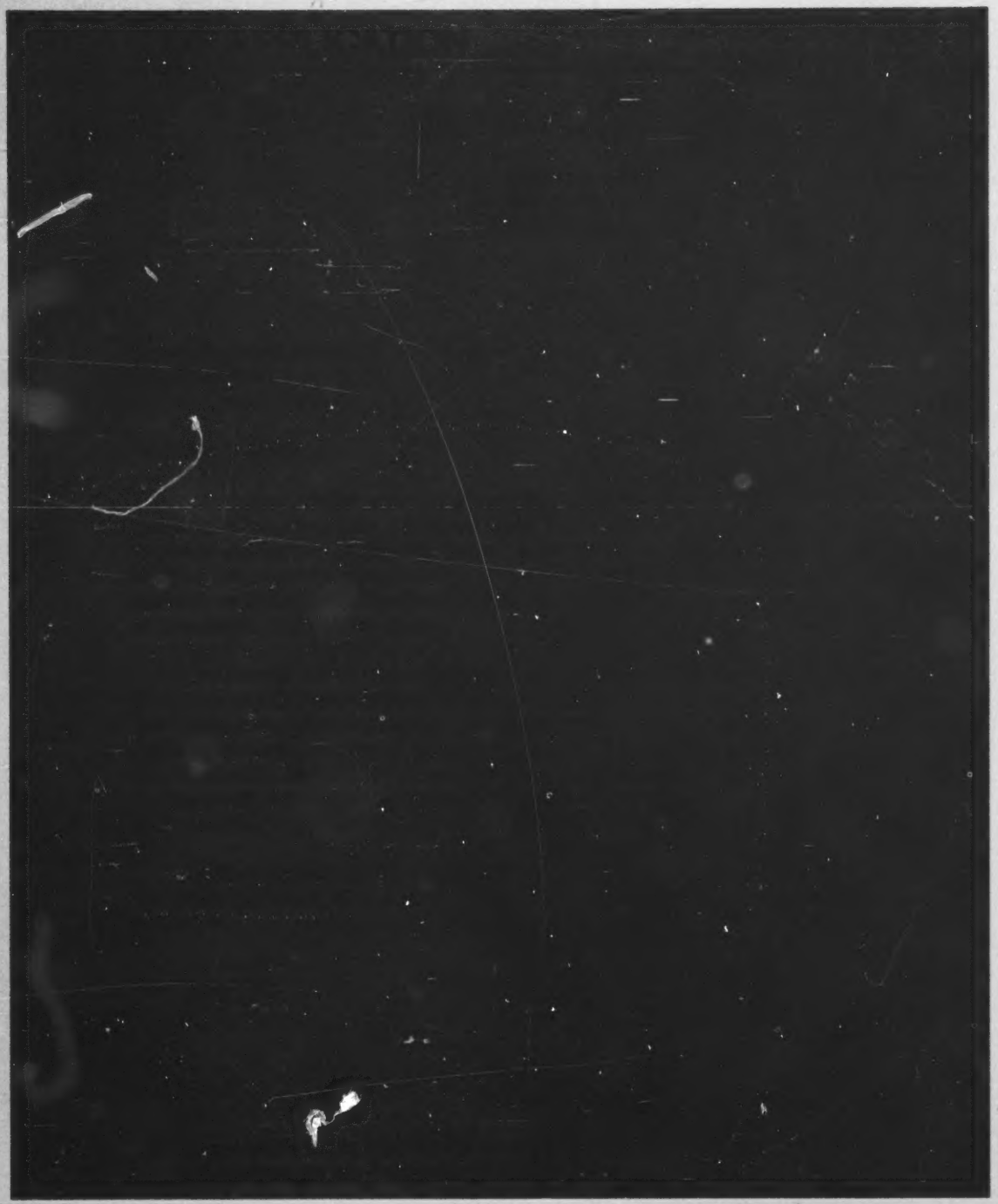
Overall, although the content is basically there, James could have provided more descriptive information in several places, and his formatting is much in need of improvement.

The Letter of Application:

First, the form of the letter is faulty: (1) the date should be preceded by James' return address; (2) the name and address of the bank should be lined up evenly; and (3) the information in the postscript should be included **within the body** of the letter. Postscripts are not appropriate for the presentation of large quantities of key information. James' references should be presented within the body of the letter, or in an attached copy of his résumé.

Second, there is no definite sequence for the development of the letter. He presents too much information in too random an order. He speaks of having A's in math and then says, "I like agriculture." There is no transition between these thoughts. In addition, he does not clarify **why** the information is being presented. He should have clearly stated the letter's **purpose** at the outset and then specifically described the **reason for his interest,** and his **qualifications.** James evidently did not outline his main points in advance. As a result, although he manages to give most of the needed information, it is in such a disjointed form that it is confusing. James' letter should have closely resembled the letter shown in Sample 4 which follows.

SAMPLE 4



The Application Form:

Directions.—James did not follow directions completely. The directions specify that the responses should be printed, yet in three instances James wrote his responses in script. Also, under "Present Address," he did not place the street address and the city's name in the proper places as specified.

Thoroughness.—One is supposed to place a dash (or N/A) in any box or slot which is not applicable to one's own situation. This shows that the applicant did not merely overlook that item. In a number of cases, James did not do this (e.g., "Business Telephone"). He also put a question mark by the "Zip Code" for his "Last Previous Address." He should have arranged to have this information available.

Neatness.—For the most part, the questionnaire is neat. However, he did not space the information under "Notify in Case of Emergency" very well. In addition, under "Date Available," he made an error in the date and wrote over it, and he crossed out and rewrote the name of one of his references.

Detail.—James did provide enough information on each item to give the employer an accurate picture of his employment interests and his capabilities.

Overall.—James did a decent job, but since the position of bank teller involves precision and attention to detail, his little errors and omissions on the application form may weigh heavily on the decision the bank makes concerning his potential as an employee.

The Employment Interview:

Strengths.—Although we do not know how James was groomed or whether his conduct was free of nervous mannerisms, from what we do know, James handled the interview very well. He started off by clearly introducing himself and stating his purpose in being there. It would have been preferable for him to address Mr. Jefferson by name; however, it is unlikely that Mr. Jefferson would object to being politely addressed as "sir."

James allowed Mr. Jefferson to lead the interview, but he held up his end well. He never answered simply "yes" or "no." He responded to each question clearly and thoroughly, giving ample **evidence** to support each response. He adequately supported his interest in the job. He explained his qualifications well without sounding arrogant. He showed he had prepared for the bank interview by mentioning the *Encyclopedia of Careers*. He seemed to be presenting his natural best self and avoided saying "um" or "O.K." when speaking.

When Mr. Jefferson rose and made concluding remarks, James responded immediately, politely thanked him, and left promptly.

Weaknesses.—There are two weaknesses in the interview. James got a little sloppy when he said "I'm **sorta** glad." However, in general, he expressed himself well. Perhaps a more critical weakness is that James did not ask any questions about the bank itself, its policies and benefits, the duties required of a teller, or the training program provided. He admitted that he doesn't know much about what different people in a bank do, yet he doesn't ask what his role would be.

He may know about banking in general from books, but he should have asked some prepared questions about this bank in particular. He has been told his starting salary, but he still doesn't know how long he would be expected to work at that salary, or what chances there are for advancement, or whether the employee benefits include health insurance or life insurance.

Overall.—James did an excellent job in **responding** to Mr. Jefferson's questions, but he did not do an adequate job in using the interview to **get** the information he needs to make a wise decision if he is offered the position.

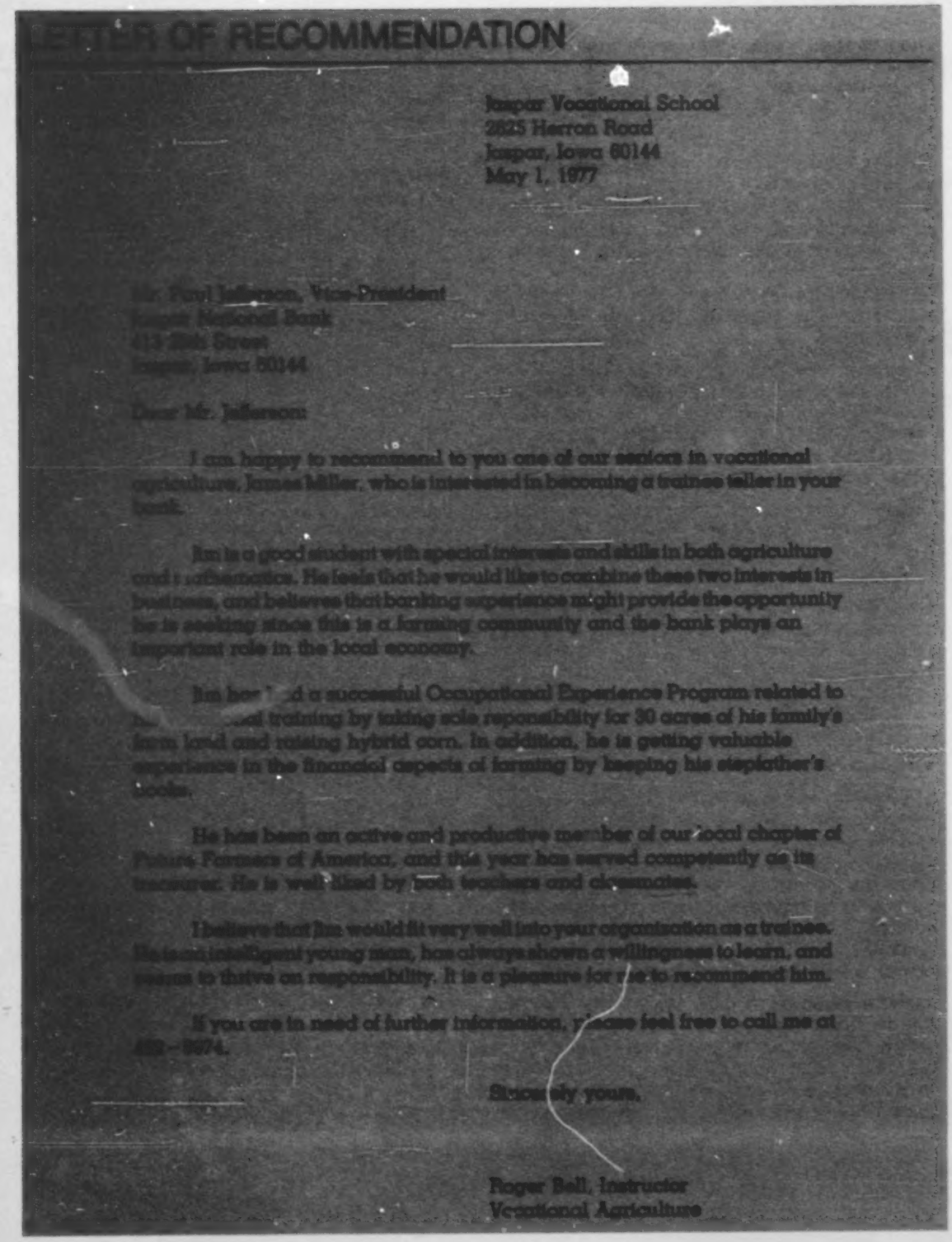
The Letter of Recommendation:

Your letter of recommendation should—

- be well organized
- be neatly written or typed
- be free from errors
- contain information about the student's personal qualities and achievements
- contain information about the student's educational achievements
- stress the student's special training and abilities
- discuss the student's work experience
- identify any pertinent strengths and weaknesses the student possesses
- appraise the student's potential for the job

Sample 5 which follows shows a model of such a letter.

SAMPLE 5



LETTER OF RECOMMENDATION

Jasper Vocational School
2825 Herron Road
Jasper, Iowa 80144
May 1, 1977

Mr. Paul Jefferson, Vice-President
Jasper Regional Bank
413 20th Street
Jasper, Iowa 80144

Dear Mr. Jefferson:

I am happy to recommend to you one of our seniors in vocational agriculture, James Miller, who is interested in becoming a trainee teller in your bank.

Jim is a good student with special interests and skills in both agriculture and mathematics. He feels that he would like to combine these two interests in business, and believes that banking experience might provide the opportunity he is seeking since this is a farming community and the bank plays an important role in the local economy.

Jim has carried a successful Occupational Experience Program related to his vocational training by taking sole responsibility for 30 acres of his family's farm land and raising hybrid corn. In addition, he is getting valuable experience in the financial aspects of farming by keeping his stepfather's books.

He has been an active and productive member of our local chapter of Future Farmers of America, and this year has served competently as its treasurer. He is well liked by both teachers and classmates.

I believe that Jim would fit very well into your organization as a trainee. He is an intelligent young man, has always shown a willingness to learn, and seems to thrive on responsibility. It is a pleasure for me to recommend him.

If you are in need of further information, please feel free to call me at 482-8974.

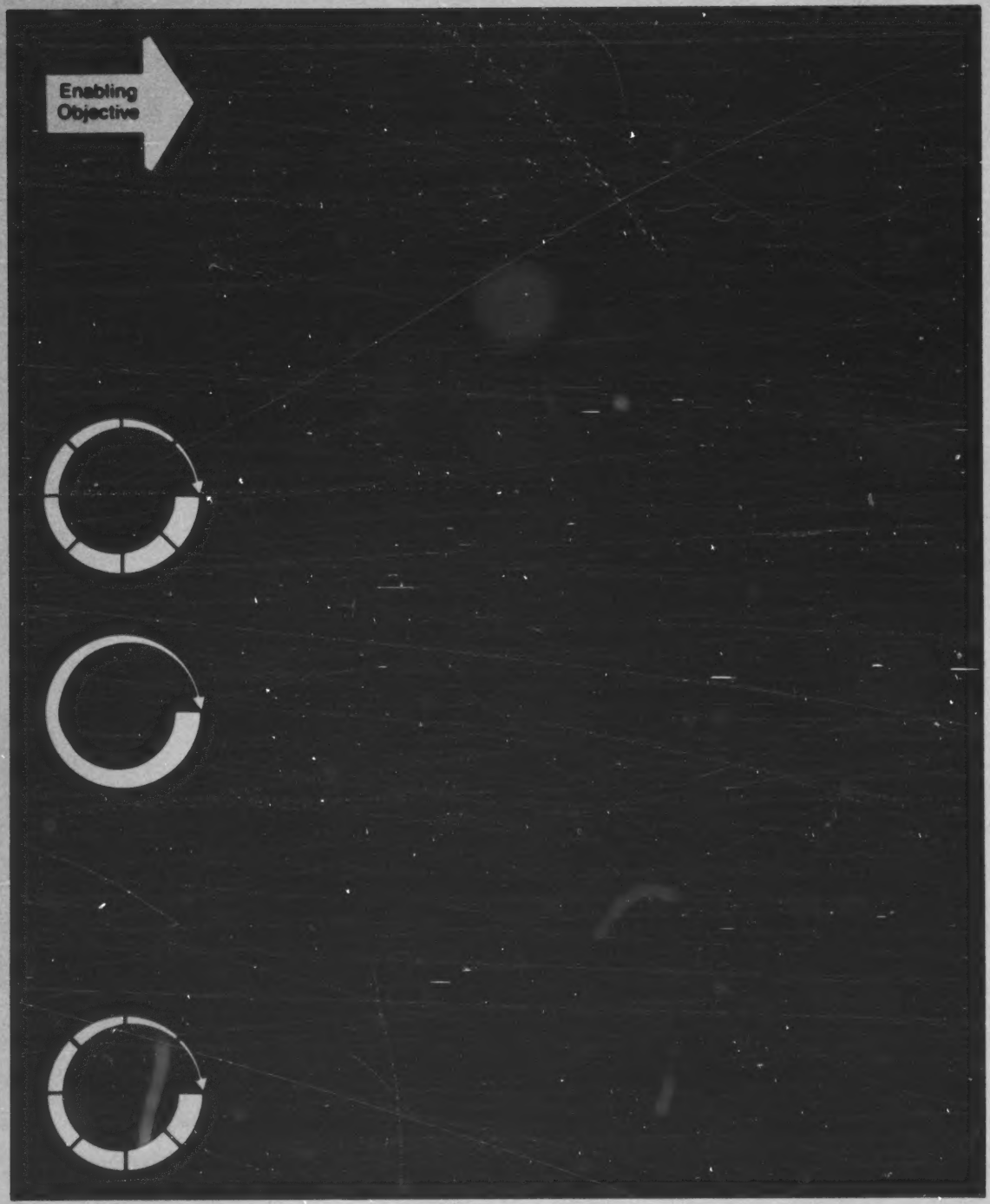
Sincerely yours,

Roger Bell, Instructor
Vocational Agriculture

LEVEL OF PERFORMANCE: Your completed critiques and letter of recommendation should have covered the same major points as the model responses. If you missed some points or have questions about additional points you made, review the information sheet, Assisting Students in Applying for Employment or Further Education, pp. 6–19, revise any errors in your letter of recommendation, or check with your resource person if necessary.

Learning Experience III

OVERVIEW



Assume that you have a class of 15 vocational students enrolled in a course in your service area. These students are graduating seniors and, although some have part-time jobs already, you discover that they have never had any formal preparation in applying for employment or further education. In order to prepare these students in these skills, plan a unit of instruction designed to develop students' competency in applying for employment or further education, including—

- preparing a résumé
- filling out an application form
- writing a letter of application
- interviewing for a job or admission to a school or university

You may wish to have your resource person review the adequacy of your plan. He/she could use the Teacher Performance Assessment Form in Module B–3, *Develop a Unit of Instruction*, as a guide.

After you have developed your unit plan, use the Planning Checklist, pp. 45–46, to evaluate your work.

NOTES

PLANNING CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
The Résumé				
1. The teacher's plan included activities designed to provide students with the necessary background knowledge concerning:				
a. the purposes and uses of a résumé	☐	☐	☐	
b. acceptable formats for résumés	☐	☐	☐	
c. what information to include in a résumé	☐	☐	☐	
d. the quality standards governing the preparation of a résumé	☐	☐	☐	
2. The teacher's plan included activities designed to provide students with:				
a. practice in preparing a résumé	☐	☐	☐	
b. appropriate feedback on their performance	☐	☐	☐	
The Application Form				
3. The teacher's plan included activities designed to provide students with the necessary background knowledge concerning:				
a. the purposes and uses of an application form	☐	☐	☐	
b. the meaning of the items on the form	☐	☐	☐	
c. what information to include on an application form	☐	☐	☐	
d. the importance of following directions	☐	☐	☐	
e. the quality standards governing the preparation of an application form	☐	☐	☐	
f. the need for getting prior permission for listing someone as a reference	☐	☐	☐	
4. The teacher's plan included activities designed to provide students with:				
a. practice in completing a variety of application forms	☐	☐	☐	
b. appropriate feedback on their performance	☐	☐	☐	

	N/A	No	Partial	Full
The Letter of Application				
5. The teacher's plan included activities designed to provide students with the necessary background knowledge concerning:				
a. the purposes and uses of a letter of application	☐	☐	☐	
b. what information to include in a letter of application	☐	☐	☐	
c. the quality standards governing the preparation of a letter of application	☐	☐	☐	
6. The teacher's plan included activities designed to provide students with:				
a. practice in writing a letter of application	☐	☐	☐	
b. appropriate feedback on their performance	☐	☐	☐	
The Interview				
7. The teacher's plan included activities designed to provide students with the necessary background knowledge concerning:				
a. the purposes and uses of the interview	☐	☐	☐	
b. how to set up an interview	☐	☐	☐	
c. how to prepare for an interview	☐	☐	☐	
d. how to conduct themselves during an interview	☐	☐	☐	
e. what follow-up activities should be accomplished after the interview	☐	☐	☐	
8. The teacher's plan included activities designed to provide students with:				
a. practice in preparing for, and participating in, interviews	☐	☐	☐	
b. appropriate feedback on their performance	☐	☐	☐	

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, review the material in the information sheet, Assisting Students in Applying for Employment or Further Education, pp. 6–19, revise your plan accordingly, or check with your resource person if necessary.

You may wish to develop one or more daily lesson plans out of your unit plan. You could prepare a lesson plan covering how you would introduce the unit. You could select one of the skills (e.g., preparing a résumé) and develop one or more lesson plans designed to help students achieve competency in that skill. You could plan daily lessons for the first week of the unit, or for the whole unit.

You may wish to have your resource person review the adequacy of your plan(s). He/she could use the Teacher Performance Assessment Form in Module B–4, *Develop a Lesson Plan*, as a guide.

If you chose to develop one or more lesson plans from your unit plan, you may wish to present the lesson(s). You can do this by asking a group of peers or your resource person to role-play the student(s) to whom you will present the lesson. If this is not possible, you may wish to videotape your lesson presentation(s) so you can review your own performance.

You may wish to arrange through your resource person to meet with a vocational teacher who is skilled in assisting students in applying for employment or further education. You could discuss with this teacher the techniques he or she uses to train students in these skills. You could ask such questions as—

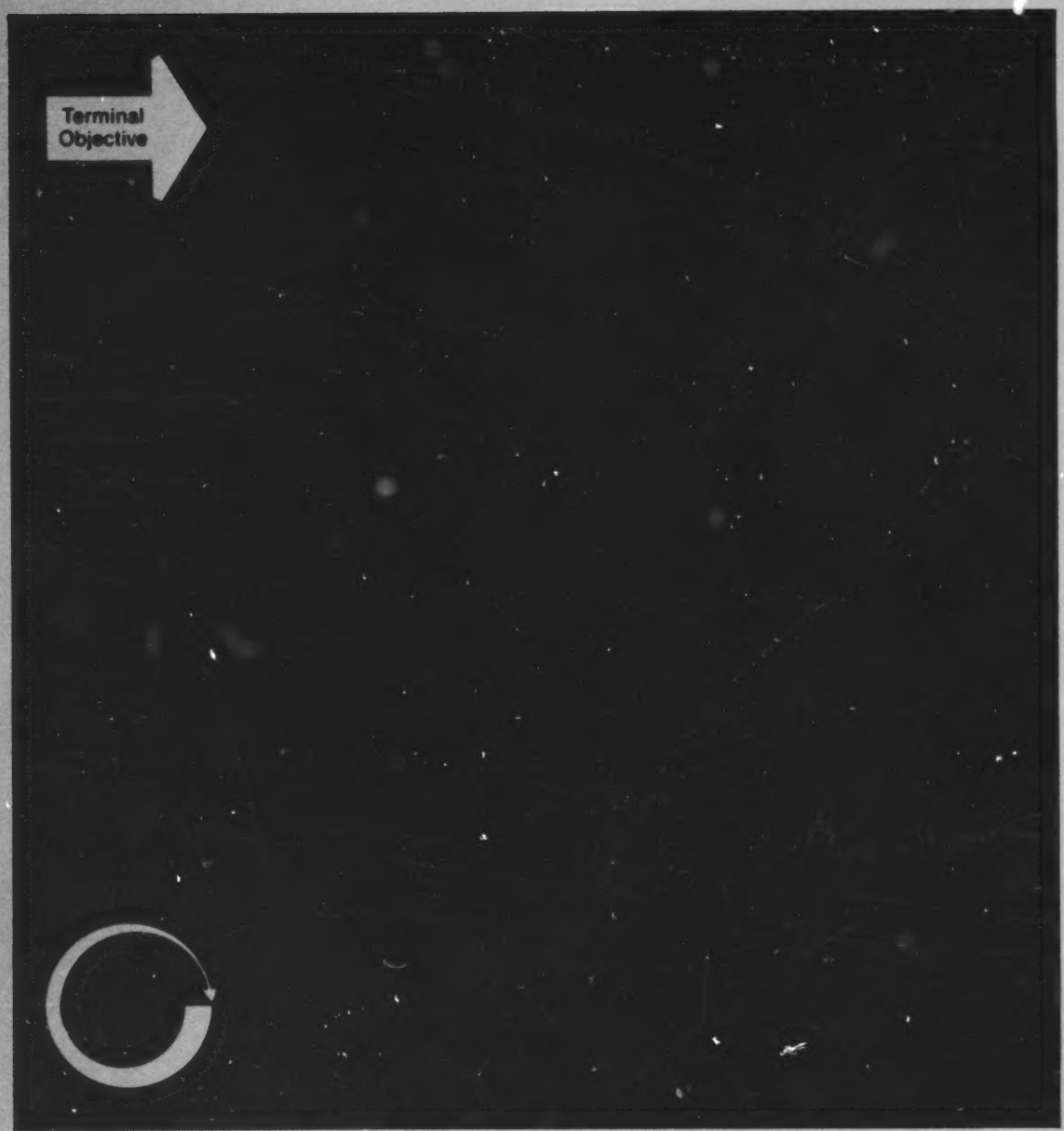
- How do you provide students with the necessary background information?
- What resources do you recommend?
- What activities seem to be effective in giving students experience in applying these skills?

In addition, you could share your unit plan with this teacher and ask for reactions or suggestions.

NOTES

Learning Experience IV

FINAL EXPERIENCE



*For a definition of "actual school situation," see the inside back cover.

TEACHER PERFORMANCE ASSESSMENT FORM

Assist Students in Applying for Employment or Further Education (F–5)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
The Résumé						
1. The teacher ensured that students had the necessary background knowledge concerning:						
a. the purposes and uses of a résumé	☐	☐	☐	☐		
b. acceptable formats for résumés	☐	☐	☐	☐		
c. what information to include in a résumé	☐	☐	☐	☐		
d. the quality standards governing the preparation of a résumé	☐	☐	☐	☐		
2. The teacher provided [illegible] with practice in preparing résumés	☐	☐	☐	☐		
3. The teacher reviewed students' completed résumés and provided them with appropriate feedback on their performances	☐	☐	☐	☐		
The Application Form						
4. The teacher ensured that students had the necessary background knowledge concerning:						
a. the purposes and uses of an application form	☐	☐	☐	☐		
b. the meaning of the items on the form	☐	☐	☐	☐		
c. what information to include on an application form	☐	☐	☐	☐		
d. the importance of following directions	☐	☐	☐	☐		
e. the quality standards governing the preparation of an application form	☐	☐	☐	☐		
f. the need for getting prior permission for listing someone as a reference	☐	☐	☐	☐		
5. The teacher provided students with practice in completing a variety of application forms	☐	☐	☐	☐		

	N/A	None	Poor	Fair	Good	Excellent
6. The teacher reviewed students' completed application forms and provided them with appropriate feedback on their performances	☐	☐	☐	☐		
The Letter of Application						
7. The teacher ensured that students had the necessary background knowledge concerning: a. the purposes and uses of a letter of application	☐	☐	☐	☐		
b. what information to include in a letter of application	☐	☐	☐	☐		
c. the quality standards governing the preparation of a letter of application	☐	☐	☐	☐		
8. The teacher provided students with practice in writing a letter of application	☐	☐	☐	☐		
9. The teacher reviewed students' completed letters of application and provided them with appropriate feedback on their performances	☐	☐	☐	☐		
The Interview						
10. The teacher ensured that students had the necessary background knowledge concerning: a. the purposes and uses of an interview	☐	☐	☐	☐		
b. how to set up an interview	☐	☐	☐	☐		
c. how to prepare for an interview	☐	☐	☐	☐		
d. how to conduct themselves during an interview	☐	☐	☐	☐		
e. what follow-up activities should be accomplished after the interview	☐	☐	☐	☐		
11. The teacher provided students with practice in preparing for, and participating in, interviews	☐	☐	☐	☐		

	N/A	None	Poor	Fair	Good	Excellent
12. The teacher viewed students in interview situations and provided them with appropriate feedback on their performances	☐	☐	☐	☐		
The Letter of Recommendation						
13. The teacher's letter of recommendation was:						
a. well organized	☐	☐	☐	☐		
b. neat	☐	☐	☐	☐		
c. error free	☐	☐	☐	☐		
d. grammatically correct	☐	☐	☐	☐		
14. The letter contained adequate information regarding the student's:						
a. personal qualities and achievements	☐	☐	☐	☐		
b. special training and abilities	☐	☐	☐	☐		
c. work experience	☐	☐	☐	☐		
d. strengths and weaknesses	☐	☐	☐	☐		
e. commitment to his or her vocation	☐	☐	☐	☐		
f. potential	☐	☐	☐	☐		

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

NOTES

NOTES

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience and have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do not have access to an actual school situation when you are taking the module, you can complete the module up to the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevant.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A-1 Prepare for a Community Survey
A-2 Conduct a Community Survey
A-3 Report the Findings of a Community Survey
A-4 Organize an Occupational Advisory Committee
A-5 Maintain an Occupational Advisory Committee
A-6 Develop Program Goals and Objectives
A-7 Conduct an Occupational Analysis
A-8 Develop a Course of Study
A-9 Develop Long-Range Program Plans
A-10 Conduct a Student Follow-Up Study
A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

B-1 Determine Needs and Interests of Students
B-2 Develop Student Performance Objectives
B-3 Develop a Unit of Instruction
B-4 Develop a Lesson Plan
B-5 Select Student Instructional Materials
B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C-1 Direct Field Trips
C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C-4 Direct Students in Instructing Other Students
C-5 Employ Simulation Techniques
C-6 Guide Student Study
C-7 Direct Student Laboratory Experience
C-8 Direct Students in Applying Problem-Solving Techniques
C-9 Employ the Project Method
C-10 Introduce a Lesson
C-11 Summarize a Lesson
C-12 Employ Oral Questioning Techniques
C-13 Employ Reinforcement Techniques
C-14 Provide Instruction for Slower and More Capable Learners
C-15 Present an Illustrated Talk
C-16 Demonstrate a Manipulative Skill
C-17 Demonstrate a Concept or Principle
C-18 Individualize Instruction
C-19 Employ the Team Teaching Approach
C-20 Use Subject Matter Experts to Present Information
C-21 Prepare Bulletin Boards and Exhibits
C-22 Present Information with Models, Real Objects, and Flannel Boards
C-23 Present Information with Overhead and Opaque Materials
C-24 Present Information with Filmstrips and Slides
C-25 Present Information with Films
C-26 Present Information with Audio Recordings
C-27 Present Information with Televised and Videotaped Materials
C-28 Employ Programmed Instruction
C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

D-1 Establish Student Performance Criteria
D-2 Assess Student Performance: Knowledge
D-3 Assess Student Performance: Attitudes
D-4 Assess Student Performance: Skills
D-5 Determine Student Grades
D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E-1 Project Instructional Resource Needs
E-2 Manage Your Budgeting and Reporting Responsibilities
E-3 Arrange for Improvement of Your Vocational Facilities
E-4 Maintain a Filing System
E-5 Provide for Student Safety
E-6 Provide for the First Aid Needs of Students
E-7 Assist Students in Developing Self-Discipline
E-8 Organize the Vocational Laboratory
E-9 Manage the Vocational Laboratory

Category F: Guidance

F-1 Gather Student Data Using Formal Data-Collection Techniques
F-2 Gather Student Data Through Personal Contacts
F-3 Use Conferences to Help Meet Student Needs
F-4 Provide Information on Educational and Career Opportunities
F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G-1 Develop a School-Community Relations Plan for Your Vocational Program
G-2 Give Presentations to Promote Your Vocational Program
G-3 Develop Brochures to Promote Your Vocational Program
G-4 Prepare Displays to Promote Your Vocational Program
G-5 Prepare News Releases and Articles Concerning Your Vocational Program
G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G-7 Conduct an Open House
G-8 Work with Members of the Community
G-9 Work with State and Local Educators
G-10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

H-1 Develop a Personal Philosophy Concerning Student Vocational Organizations
H-2 Establish a Student Vocational Organization
H-3 Prepare Student Vocational Organization Members for Leadership Roles
H-4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
H-5 Supervise Activities of the Student Vocational Organization
H-6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

I-1 Keep Up-to-Date Professionally
I-2 Serve Your Teaching Profession
I-3 Develop an Active Personal Philosophy of Education
I-4 Serve the School and Community
I-5 Obtain a Suitable Teaching Position
I-6 Provide Laboratory Experiences for Prospective Teachers
I-7 Plan the Student Teaching Experience
I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J-1 Establish Guidelines for Your Cooperative Vocational Program
J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J-3 Enroll Students in Your Co-Op Program
J-4 Secure Training Stations for Your Co-Op Program
J-5 Place Co-Op Students on the Job
J-6 Develop the Training Ability of On-the-Job Instructors
J-7 Coordinate On-the-Job Instruction
J-8 Evaluate Co-Op Students' On-the-Job Performance
J-9 Prepare for Students' Related Instruction
J-10 Supervise an Employer-Employee Appreciation Event

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